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ABSTRACT

This paper explores the Veterans Administration (VA) work-study program and its implications for student/veterans at Harrisburg Area Community College in Pennsylvania. Unique advantages of the program include tax-free income, flexible working schedules around students' class schedules, additional study time, easy access to the office from classes, interaction with other veteran/students, and access to information about the G.I. Bill and the college. Two analyses of data for both work-study participants and non-participants were performed; independent variables examined were pre-program grade point average (GPA), age, hours worked, and motivation and need factors. Dependent variables were post-program GPA and the differences between GPA for participants and non-participants. In the first data analysis, using a correlation matrix, a high correlation between the need factor and GPA increases for work-study students was found. The second data examination, using the step-wise multiple regression analysis, showed self-activation to be the significant factor; students with doctoral degrees as their final educational objective gained more in GPA than those aspiring to associate degrees. In addition, work-study students had significantly higher GPA's than peers not employed under the program. (Author/TR)

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THE VETERAN - STUDENT SERVICES (WORK-STUDY) PROGRAM

Grade Point Average Increases Of Veteran-Student Employees At Harrisburg Area Community College

David K. Kurtz

A Research Project of a Federally Funded Program presented to the faculty of the Graduate Division of the Wharton School, University of Pennsylvania in partial fulfillment of the requirements for the degree of Master of Governmental Administration.

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PREFACE

I decided to write about the Veteran/Student Services (Work-Study Program) for two reasons. First, although the program was passed into Public Law in October, 1972 and the estimated appropriation for the fiscal year 1977 is 24.6 million dollars, no significant research has been completed to date concerning the program. Secondly, I felt personally obligated to research the program which the Veterans Affairs Office of Harrisburg Area Community College heavily relies on for veterans' services.

I gratefully acknowledge Dr. Seon Cho, Director, Bureau of Information Systems, Pennsylvania Department of Education and Faculty Member of the MGA Program, for the personal consultations to interpret the data of this Research Project and Mrs. Dorothy Reilly, para-professional secretary of the Veterans Affairs Office, Harrisburg Area Community College, for devoting many hours and much patience in preparing the Research Project.

Finally, I thank the Veterans Administration Work Study Students at Harrisburg Area Community College of the past and present and also those of the future for making this Research Project possible.

TABLE OF CONTENTS

PREFACE i

LIST OF TABLES iii

LIST OF ILLUSTRATIONS iv

CONCLUSIONS AND RECOMMENDATIONS v

CHAPTER I: THE VA WORK-STUDY PROGRAM AND ITS IMPLICATIONS FOR STUDENT/VETERANS AT HARRISBURG AREA COMMUNITY COLLEGE

Introduction 1

The VA Work-Study Program 7

The VA Work-Study Student at Harrisburg Area Community College 14

Analysis of Data 29

CHAPTER II: THE VA WORK-STUDY STUDENT, CONFLICTS AND MOTIVATION

VA - VCIP Conflict Restated 51

Self-Selection and Motivation 56

APPENDIXES 61

SOURCES CONSULTED 63

LIST OF TABLES

TABLE		Page
I.	VA Work-Study Allocations	10
II.	Data For VA Work-Study Students	15
III.	Data For Veteran Random Sampling	16
IV.	Changes In Enrollment	52

LIST OF ILLUSTRATIONS

ILLUSTRATION		Page
I.	Survey For Veterans Attending HACC	19
II.	Supplement To Survey For VA Work-Study Students Attending HACC	24
III.	Correlation Matrix - VA Work-Study Students	31
IV.	Correlation Matrix - Veteran Random Sampling	32
V.	Step-Wise Multiple Regression Analysis- VA Work-Study Students	38

CONCLUSIONS AND RECOMMENDATIONS

The VA Work-Study Program is a success in the way that it contributes to the financial status of the student/veteran and to his/her grade point average. The program also benefits veterans of the community in that they are served by veteran/students employed under the VA Work-Study Program.

This Research Project significantly establishes that veteran/students employed under the VA Work-Study Program at Harrisburg Area Community College increase their grade point average whereas the grade point averages of the veteran/students attending Harrisburg Area Community College but not working under the program decreases.

In the two analyses of data, the independent variables used are the Pre-GPA, age, hours worked, motivation factor and need factor. The dependent variables are the Post-GPA and GPA difference.

In the first analysis of data, the Correlation Matrix, there is a high correlation between the need factor and the increase of the grade point averages of VA Work-Study students attending Harrisburg Area Community College. In the second analysis of data, the Step-Wise Multiple Regression Analysis, the independent variable of significance is the motivational factor. In this analysis, those VA Work-Study students with a final educational objective of a Doctorate Degree showed greater gains in grade point average than those with a final educational objective of an Associate's Degree.

Self-motivation must have some relevancy in a program such as VA Work-Study. Candidates are screened as any other employment with certain federal guidelines and certain criteria of the employer. However, very few full-time veterans attending Harrisburg Area Community College apply for the VA Work-Study Program. A majority of the veteran/students who apply for employment are referred by a present employee or they are informed of the advantages of the program by the Veterans Affairs Officer or VA Representative on Campus.

There are unique advantages of the VA Work-Study Program. The money earned is tax-free, hours are flexible around the veteran/student's class schedule, there is some additional time for study, easy access to the office from classes, there is interaction with other veteran/students, job satisfaction and a more thorough knowledge of the G.I. Bill and the college.

In conclusion, VA Work-Study students do increase their grade point averages significantly as contrasted to their peer veteran/students who are not employed under the program. While self-motivation of certain veteran/students cannot be ignored, the VA Work-Study Program and its advantages contribute much to the successes of employed veterans while they are attending college under the G.I. Bill.

This Research Project has prompted two recommendations by the writer. First, the VA Work-Study Program should be continued under its present structure of Section 1685, Title 38, United States Code for the duration of the Vietnam Era G.I. Bill. While the program

needs some minor alterations, they are not discussed or recommended because of their irrelevance to the topic of this research project.

Secondly, the Veterans Administration and Veterans Affairs personnel at institutions of higher learning should publicize the advantages of the VA Work-Study Program, i.e., the ability to become a better student, assist peer veterans, etc. rather than advertise the VA Work-Study Program in brief and vague form. Without proper knowledge, many veterans feel the program has many regulations and red-tape as does the G.I. Bill.

Subsequently, the VA and Veterans Affairs personnel should strive to create as many positions as feasible in which to utilize veteran/students under the VA Work-Study Program. It is unfortunate that all Vietnam Era Veterans attending college on a full-time basis under the G.I. Bill cannot take advantage of the VA Work-Study Program due to limited supervisory time, insufficient office space and insufficient available positions. However, for those that do participate, the VA Work-Study Program is summed up by the comments of one employee of the program at Harrisburg Area Community College from the supplemental questionnaire for VA Work-Study Students in Chapter I. "The VA Work-Study Program has met my expectations and I would recommend this Program to other veterans. My only regret is that I was not aware of this Program sooner."

CHAPTER I

THE VA WORK-STUDY PROGRAM AND ITS IMPLICATIONS FOR STUDENT/VETERANS AT HARRISBURG AREA COMMUNITY COLLEGE

Introduction

> The (first) G.I. Bill, with the choices for betterment it provided, was signed by President Franklin Delano Roosevelt on June 22, 1944, sixteen days after the Normandy Invasion. It was, in every sense, an expression of faith in ultimate victory: although the struggle was far from over, the United States had made plans for its veterans. This, as we look back, was a most fortunate time to make a major investment in the future, and this venture proved that "Education is an investment, not merely a cost," as was recorded in the report of President Truman's Commission on Higher Education in 1947.[1]

The Vietnam Era G.I. Bill continues to be a nation's commitment to its veterans as the G.I. Bill was after World War II. This commitment to those who served in time of need, coupled with the belief and knowledge that "education is an investment, not merely a cost" is the least a nation can do.

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[1]John R. Emens, "Education Begets Education: The G.I. Bill Twenty Years Later," Source Material on the Vietnam Era Veteran, Committee on Veterans' Affairs, United States Senate, Senate Committee Print No. 26 (February 12, 1974), p. 291.

The Vietnam Era G.I. Bill contains many special provisions which provide essential services to the veteran of the Vietnam Era. Among these special provisions are the Tutorial Assistance Program, Remedial Assistance, Predischarge Education Program and the Work-Study Program. This paper will limit its scope to one "special provision" of the G.I. Bill - The Veterans Administration Work-Study Program.

This paper will not attempt to explain the many differences of the G.I. Bills of the three wars and conflicts - World War II, Korea and Vietnam, although the work-study program is intended to meet the unique needs of the Vietnam Veterans as contrasted to the needs of previous veterans. This paper also will not concern itself with other federal and state programs for Vietnam Veterans other than the Work-study Program of the Veterans Administration.

Since its passage in October, 1972, the Veteran-Student Services Program, hereafter referred to as the VA Work-Study Program, has been incorporated into Title 38, United States Code which contains all provisions of the G.I. Bill. Since that time, all amendments to the VA Work-Study Program have been included in G.I. Bill legislation. The G.I. Bill's title has changed through the years from The Vietnam Era Readjustment Act to the Veterans' Education And Employment Assistance Act of 1976 passed in October, 1976. However, the VA Work-Study Program has remained an important and stable section of Title 38, United States Code as part of Congresses' response and acknowledgement to the special needs of the Vietnam Veteran, although this response came near the end of cessation of

hostilities in Vietnam, approximately 6 years after the Vietnam Era G.I. Bill passes into law.

In addition to the VA Work-Study Program being a nation's philosophy and attitude to those who served, it continues to have important policy implications when considering the work done by these veteran-students. Policies of the Veterans Administration and the Veterans Cost Of Instruction Program (VCIP) of the Department of Health, Education and Welfare have been in conflict since the inception of VCIP in early 1973. The VA continues to forward mandated regulations, mostly concerning satisfactory progress of veterans, to institutions of higher learning. In addition, schools are responsible for certifying veterans attending that particular school. For this service, the school currently receives a nominal fee of five dollars per veteran per year. A survey recently conducted by the writer determined that the actual cost for certifying veterans and adhering to VA Regulations costs $25.07 per veteran per school year.[2] A copy of this survey is included as Appendix A. (The average national amount is $46.40 per veteran per school year).

The Veterans Cost Of Instruction Program (VCIP) of the Department of Health, Education and Welfare provides awards to eligible institutions of higher learning to establish and maintain mandated "services" of a full-time Office of Veterans Affairs, out-reach, recruitment, counseling and special educational programs as needed for the veterans population of the college and community. The amount

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[2]Harrisburg Area Community College, VA Reporting Fee Survey, Harrisburg, PA. (1976).

of the grant is based on a full-time equivalent of veterans attending the college, eligible institutions nationwide and present funding level as approved by Congress.

An example of the conflict is reflected in the funds received by Harrisburg Area Community College. During the 1976-77 school year, the college received $2829.00 (exclusive of salaries for VA Work-study) from the Veterans Administration to comply with VA Regulations and $15,647.00 from the Department of Health, Education and Welfare to provide "services" for veterans. Although the funds received by the VA are minimal and the writer spends approximately 75% of his time meeting mandated VA Regulations rather than offering "services", the State Approving Agency (The Department of Education in Pennsylvania) can and most probably would rescind the approval of the college if regulations were ignored. Of course, this would mean that veterans could not receive G.I. Bill Benefits while attending the college and would have a devastating economic impact on the college.

Most colleges with a substantial veterans population rely on the VCIP Grant for salaries and operating expenses of the Veterans Affairs Office. Thus, the programs of both agencies must be served to the benefits of the veteran, the college and taxpayer. It is not feasible, however, for one full-time Veterans Affairs Officer to carry out the requirements of both the VA and HEW. It also is not feasible, due to funding restrictions, to hire an additional professional. The VA Work-Study Students fulfill the function of meeting the requirements of both agencies under the supervision of the Veterans Affairs Officer.

The VA Work-study student works at the college he/she is attending in areas relating to Veterans Affairs. Their salaries

are paid directly by the Veterans Administration. A full explanation of the program is part of the next section.

The Philadelphia Regional Office of the Veterans Administration has verbally encouraged colleges to utilize the VA Work-Study Program to especially adhere to VA Regulations during the past two years. In addition, the Commissioner of Education with the approval of the Secretary of Health, Education and Welfare and the Administrator of Veterans Affairs have recently proposed to amend Section 420 of the Higher Education Act of 1965 to utilize the VA Work-Study Program for out-reach, recruitment and counseling services required by the Veterans Cost Of Instruction Program. Harrisburg Area Community College has been utilizing the Work-study Program for both agencies since the Fall Semester, 1975.

Finally, the intent and need of the VA Work-Study Program is epitomized in the comments of former U.S. Education Commissioner, James E. Allen, Jr. in late 1969 when he commented on VA Administrator Donald Johnson's Commission on Vietnam Veterans Educational Benefits as prompted by former President Nixon. He stated that the commission will answer three major questions.

1. How can we help more veterans to benefit from existing programs?

2. How can we design programs to help those veterans who need help the most - the undereducated, ill-trained, hitherto unemployed or underemployed?

3. How can we improve the overall program of veterans benefits that it meets the specific challenges of our society and the needs of the veterans?[3]

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[3]William Steif, "G.I. Bill Failing To Attract Viet Vets," Source Material on the Vietnam Era Veteran, Committee on Veterans Affairs, United States Senate, Senate Committee Report. No. 26, (February 12, 1974), p. 304.

Approximately three years later, the VA Work-Study Program became Public Law 92-540.

The VA Work-Study Program

Under the present Public Law, a veteran attending an institution of higher learning on a full-time basis and receiving G.I. monies is eligible to work under the VA Work-Study Program. The veteran is eligible to receive $625.00 for 250 hours of work performed in veterans affairs of which $250.00 is paid in advance. Section 1685 of Title 38, United States Code was amended in October, 1976 to allow a veteran to complete the first 100 hours which has been paid in advance even if the veteran dropped below a full-time class schedule.[4]

The writer, the Veterans Affairs Officer at Harrisburg Area Community College, hires approximately fifteen student/veterans per semester while the Veterans Administration Representative on Campus hires approximately three student/veterans per semester. A total of twenty-six veterans have been hired by both individuals from June, 1975 to December, 1976.

The Veteran-Student Services (Work-Study) Program became effective October 24, 1972 with the passage of Public Law 92-540. Under Public Law 92-540, a veteran could receive $250.00 for 100 hours of performed work in a fiscal year. No agency or institution could utilize more than 800 man-years or their equivalent in man-hours during any fiscal year. The veteran/students were not considered employees of the United States other than for compensation for work injuries and normal health services provided for employees.

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[4]U.S., Veterans Education and Employment Assistance Act of 1976 (1976), Public Law 94-502, Sec. 209, pp. 92-93.

The Public Law stated that preference be granted to veterans rated 30 percent or more disabled. Other criteria included:

a. Need of the veteran
b. Availability of transportation
c. Motivation of veteran
d. Compatibility of duties with disability

Services that could be performed included:

a. Outreach
b. Processing paperwork at schools and the VA
c. Services at Veterans Administration medical installations
d. Any other activity the Veterans Administration deems appropriate [5]

Public Law 93-508, which became effective December 3, 1974, amended the VA Work-Study Program to allow the veteran/student to receive $625.00 for 250 hours of performed work during an enrollment period of which $250.00 will be paid in advance as stated previously. However, this amendment also defined enrollment period as a semester or other applicable period of enrollment and removed the 800 man-year statutory ceiling. Instead, a 750 hour limit per veteran per fiscal year was imposed.[6]

In addition, student/veterans could perform the following functions at institutions of higher learning:

a. Assist in educational assistance inquiries.
b. Assist veterans in completing necessary applications.
c. Compile housing and employment listings for veterans.
d. Assist in the distribution of media releases, benefits, brochures and other printed material.
e. Assist with liaison activities with student/community veterans' groups.

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[5]Veterans Administration, Veteran-Student Services (Work-Study Program), Department of Veterans Benefits Circular 20-73-25, April 11, 1973.

[6]Veterans Administration, Veteran-Student Services (Work-Study Program), Department of Veterans Benefits Circular 20-75-27, March 12, 1975.

f. Assist in maintaining veterans' records and preparing required certifications to the VA.
g. Provide supportive assistance to the campus Office of Veterans Affairs and the Veterans Cost-Of-Instruction (VCIP) Program of HEW.[7]

The most recent amendments were those required by Public Law 94-502 mentioned previously.

Table I shows information concerning distribution of hours and costs for the fiscal years 1973 to estimated costs for fiscal year 1977. This information was supplied by the Central Veterans Administration Office, Washington, D.C.

As can be expected with increasing VA Regulations, the man-hours and costs of the VA Work-Study Program have increased steadily. The hours worked more than doubled from fiscal year 1975 to 1976. The actual number of veterans working under the program is expected to decrease for fiscal year 1977 due to fewer veterans being eligible for G.I. Bill benefits. In addition, most veterans in the VA Work-Study Program work in the areas of paperwork processing and assistance at institutions.

The Veterans Cost-Of-Instruction Program (VCIP) of the Department of Health, Education and Welfare mandates requirements of a full-time Veterans Affairs Officer, outreach, recruitment, special education programs and counseling as mentioned previously. However, in addition, there are two other requirements which make the VA Work-Study Program an obvious necessity.

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[7] Ibid.

TABLE I

VA WORK STUDY ALLOCATIONS

FISCAL YEAR 1973-1977

	FY '73 (From) (12/3/72)	FY '74	FY '75	FY '76	EST. FY '77
TOTAL ALLOCATION OF HOURS TO STATIONS (millions)	0.2m	1.4m	3.2m	9.4m	10.4m
BUDGET COST (million) CH 34 CH 35		3.4	6.2	16.3	24.6
MAN HOURS WORKED (million)			2.5	5.6	
NUMBER OF VETS			25,545	47,680	42,370

DISTRIBUTION OF HOURS CONTRACTED TO WORK

	FY '75	TQ	FY '76
COMPLIANCE & LIAISON	.31 %	1. %	.3 %
PAPERWORK PROCESSING	17.1 %	19. %	22.4 %
OUTREACH	7.5 %	8. %	7.1 %
ASSISTANCE AT INSTITUTIONS (educ, med, and cemetary)	67.4 %	71. %	69.2 %
OTHERS	7.6 %	1. %	1. %

SOURCE: The Veterans Administration.

1) The use of qualified Vietnam-era veterans in staffing the institution's Office of Veterans' Affairs and in providing related services.
2) The employment of a sufficient number of qualified staff members in order to adequately support required veterans' activities and services.[8]

If the VA Work-Study Program was not utilized, it would be necessary to hire veterans on the college's payroll or to use grant monies which normally are adequate only for the salaries of the Veterans Affairs Officer and secretary.

The Veterans Affairs Officer at Harrisburg Area Community College utilizes VA Work-study students as much as possible. In addition, the VA Representative on campus utilizes veteran/students in assisting with educational inquiries especially regarding VA educational checks, out-reach and assisting veterans in completing VA paperwork.

Institutions of higher learning are now financially liable for an overpayment received by a veteran if this change was not reported within 30 days of the fact. For this reason, most of the work concerning veterans a fairs at a college campus are the duties of the Veterans Affairs Officer, a college employee. The VA Representative on campus covers approximately six schools including HACC for VA educational inquiries and other VA related matters. He also has other duties mandated by his supervisors in Philadelphia such as out-reach.

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[8]U.S., Department of Health, Education and Welfare, Veterans' Cost-Of-Instruction Payments to Institutions of Higher Education, Federal Register, Vol. 40, No. 3., Sec. 189.16 (4) and (5), January 6, 1975, p. 1055.

To date, the Veterans Affairs Officer has received all the VA Work-study students and allocations requested to carry out the duties of the Veterans Affairs Office. In addition, all individuals have been deemed eligible and no individual requests have been denied. The Veterans Administration Regional Office, Philadelphia, PA. informs us that all reasonable requests and work-study allocations needed to fulfill the functions of the Veterans Affairs Office will be honored.

VA Work-study students presently perform out-reach duties at the Bureau of Employment Security, Opportunities Industrialization Center and the Disabled American Veterans Headquarters on at least a once a week period. In addition, they conduct out-reach periodically at large shopping centers and malls during the weekends. This out-reach is responsible for approximately 20-30 new student/veterans at HACC each semester.

In the past, a VA Work-study student has worked for the VA Counseling Psychologist for the Harrisburg area. The VA Counselor and the Veterans Affairs Officer work together closely on a continuing basis. At times, VA Work-study students work for the Financial Aid Officer in processing and verifying state grants for veterans from the Pennsylvania Higher Educational Assistance Agency (PHEAA). Due to increasing VA Regulations and changing policies, several veteran/students periodically work in the registration line at the college's Records Office. As veterans register, they are informed of recent changes, when to expect their first VA educational check and have questions answered.

They also perform the usual duties assigned in most Veterans Affairs Offices in greeting veterans, assisting in completing VA paperwork, certification to the VA, answering telephones, answering questions and other general office duties.

In addition, it seems that projects in Veterans Affairs are unending. Probation and suspension letters to be addressed and mailed, newsletters, survey to veterans who withdrew from school, questionnaires, letters to recently discharged veterans in the area and withdrawal listings.

They also assist the Veterans Affairs Officer in monitoring satisfactory progress, review transcripts and call instructors concerning a veteran's status since the Veterans Administration and each college have different definitions of satisfactory progress. In many cases, VA Work-study students can take care of an incoming new student/veteran just as well and as efficiently as the Veterans Affairs Officer.

The uses of a VA Work-study student are endless. Of course, the VA Work-study student benefits from a more thorough knowledge of the G.I. Bill, veterans affairs and the college. But the real beneficiary of the program is to the veteran attending Harrisburg Area Community College and the veterans of the community. Without the VA Work-Study Program, the services provided by the Veterans Affairs Office to these veterans would be altered drastically. A copy of the budget for the Veterans Affairs Office for the 1976-77 school year is listed as Appendix B.

VA Work-Study Student at Harrisburg Area Community College

The VA Work-Study Program has been utilized at Harrisburg Area Community College since June, 1975 by the VA Representative on Campus and the writer, the Veterans Affairs Officer. Table II shows the data for all veteran/students who worked under the program from June, 1975 to December, 1976. Table III contains data for veterans attending Harrisburg Area Community College but not working under the VA Work-Study Program.

In this random sampling, the veterans were all attending HACC on a full-time basis as in the case with all VA Work-study students. In addition, they were all degree students. The data of this random sampling compares to a previous sampling taken by the writer during the Summer Session, 1976 but not included in this project.

Since no significant studies were completed on the VA Work-Study Program prior to this project, little is known about the profile of the veteran/student in general other than the writer's observations. Regulations mandate that the veteran be attending an institution of higher learning on a full-time basis and be receiving G.I. Bill monies. In addition, institutions of higher learning are informed, whenever possible, to give priority to disabled veterans.[9]

Veterans attending college under the G.I. Bill, in the opinion of most instructors, receive better grades and are better students than non-veterans. The writer perceived that student/veterans

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[9]James L. Bowman, et.al, Educational Assistance to Veterans: A Comparative Study of Three G.I. Bills, (Princeton, N.J.: Educational Testing Service, 1973), p. 205.

TABLE II

DATA FOR VA WORK-STUDY STUDENTS

N = 26

I.D.#	PRE-GPA	HOURS WORKED	CHRONOLOGICAL AGE	MOTIVATION FACTOR	NEED FACTOR	POST GPA	GPA DIFFERENCE (Post-GPA - Pre-GPA)
A	2.51	130	24	4	8	2.55	0.04
B	3.82	100	27	6	2	3.74	-0.08
C	3.43	100	32	5	7	3.46	0.03
D	3.46	274	30	3	4	3.35	-0.11
E	2.77	400	30	5	7	2.93	0.16
F	2.33	150	26	4	8	2.90	0.57
G	3.10	400	26	4	7	3.16	0.06
H	1.58	250	29	3	13	1.74	0.16
I	2.00	350	23	4	11	2.48	0.48
J	4.00	500	25	5	2	3.93	-0.07
K	3.50	700	29	4	6	3.31	-0.19
L	2.05	700	27	6	5	2.51	0.46
M	2.67	500	24	4	1	2.38	-0.29
N	3.00	916	26	4	7	2.81	-0.19
O	2.77	300	30	4	6	2.81	0.04
P	2.55	350	23	4	6	2.71	0.16
Q	2.63	750	25	6	2	3.30	0.67
R	3.32	250	27	4	5	3.36	0.04
S	3.57	250	25	5	4	3.67	0.10
T	2.28	250	25	6	3	2.92	0.64
U	3.60	500	27	3	4	3.55	-0.05
V	2.73	500	25	6	10	2.66	-0.07
W	3.50	250	22	5	3	3.67	0.17
X	2.88	130	29	4	9	3.13	0.25
Y	3.50	250	25	6	2	3.67	0.17
Z	3.57	250	22	5	3	3.65	0.08
N=26	$\bar{X}$=2.97 S_X=0.61	$\bar{X}$=365.38 S_X=210.70	$\bar{X}$=26.27 S_X=2.61	$\bar{X}$=4.58 S_X=0.97	$\bar{X}$=5.58 S_X=3.02	$\bar{X}$=3.09 S_X=0.52	$\bar{X}$=0.12 S_X=0.25

TABLE III

DATA FOR VETERAN--NON WORK-STUDY STUDENTS

N = 26

I.D. #	PRE-GPA	HOURS WORKED	CHRONOLOGICAL AGE	MOTIVATION FACTOR	NEED FACTOR	POST GPA	GPA DIFFERENCE
AA	3.50	20	25	4	5	3.11	-0.39
BB	3.25	0	21	4	4	2.43	-0.82
CC	3.00	16	21	4	6	2.75	-0.25
DD	3.00	0	26	6	5	2.15	-0.85
EE	3.46	0	29	6	9	2.87	-0.59
FF	3.00	18	24	5	5	2.39	-0.61
GG	3.58	0	24	4	11	2.62	-0.96
HH	3.75	20	26	4	5	3.19	-0.56
II	2.20	24	27	4	0	1.72	-0.48
JJ	3.20	0	23	3	1	3.11	-0.09
KK	3.77	30	24	3	4	3.18	-0.59
LL	3.25	35	26	3	0	2.87	-0.38
MM	2.70	21	26	6	5	2.43	-0.27
NN	2.53	0	25	5	4	2.31	-0.22
OO	3.00	20	34	5	2	2.03	-0.97
PP	3.86	16	30	4	4	2.78	-1.08
QQ	3.60	0	28	3	11	3.17	-0.43
RR	2.75	0	30	5	3	2.00	-0.75
SS	2.75	0	24	1	12	2.71	-0.04
TT	2.46	0	23	1	11	2.64	0.18
UU	1.00	15	26	4	0	2.50	1.50
VV	2.80	15	25	6	0	3.08	0.28
WW	1.00	0	44	2	1	2.26	1.26
XX	1.80	16	32	5	7	2.07	0.27
YY	2.00	0	37	3	1	2.47	0.47
ZZ	3.75	0	46	3	1	3.46	-0.29
N=26	$\bar{X}$=2.88 S_X=0.77	$\bar{X}$=10.23 S_X=11.03	$\bar{X}$=27.92 S_X=6.15	$\bar{X}$=3.96 S_X=1.37	$\bar{X}$=4.50 S_X=3.68	$\bar{X}$=2.63 S_X=0.44	$\bar{X}$=-0.25 S_X=0.62

working under the VA Work-Study Program received better grades and progressed as better students than other veterans. This observation was the basis for this research project and the following problem statement.

Problem Statement:

Students hired under the VA Work-Study Program at Harrisburg Area Community College receive better grades and progress rapidly as overall better students as compared to other veterans attending the same college but not working under the VA Work-Study Program.

Preliminary research has established that the mean GPA for a work-study student prior to employment is 2.97 and the mean GPA for a veteran's first semester at HACC not working under the program is 2.88 (from a random sampling). The two groups' mean GPA are very similar prior to any employment. However, after employment in the VA Work-Study Program, the veteran's GPA increased to a mean of 3.09 whereas a veteran not working under the program decreased to a mean of 2.63. (N = 26 for both groups)

In addition to proving this hypothesis, the writer will attempt to explain the factors and reasons for the GPA increases and why the VA Work-study employee becomes a better student. However, the important independent variable will be the Pre-GPA and the important dependent variable will be the Post-GPA. The Pre-GPA is an independent variable because it is the starting point in evaluating the GPA increase or

decrease. In essence, it does exert an effect upon the Post GPA. The Post-GPA is the dependent variable because it is the variable effected by the Pre-GPA. In essence, it is the measurement of GPA increase or decrease.

The data for this project was gathered by the writer over a period of six months. The Pre-GPA for VA Work-Study Students represents their actual cumulative grade point average prior to working under the program. Pre-GPA for the random sampling represents the veteran's GPA and his/her first semester at HACC since most students under the VA Work-Study Program were hired after one semester of studies at HACC.

Hours worked for VA Work-Study students represents cumulative hours worked under the program since most student/veterans work for more than one semester. Hours worked for the random sampling represents the average hours worked per week as established by a survey listed as Illustration I completed during the Fall Semester, 1976.

Age for both groups was their chronological age as of December 1, 1976. Post-GPA for VA Work-study students represent their final grade point average upon graduation or their GPA as of the Fall Semester, 1976 if they are still working under the program. Post GPA for the random sampling represents their cumulative GPA upon completion of the Fall Semester, 1976. The difference, which is self-explanatory, is the actual difference between the veterans pre and post GPA for both groups.

The motivation factors and need factors were indexed on an ordinal scale. Both factors were established by the results of the survey listed as Illustration I completion by both groups.

ILLUSTRATION I

HARRISBURG AREA COMMUNITY COLLEGE 3300 CAMERON STREET ROAD, HARRISBURG, PENNSYLVANIA 17110

717-236-9533

SURVEY FOR VETERANS ATTENDING HACC

The objective of this questionnaire is to determine the needs of veteran students attending Harrisburg Area Community College. This information will help the Veteran Affairs Office evaluate itself and plan new programs. Your cooperation in this effort will ultimately benefit you and other veterans. If you have further questions or comments after completing this questionnaire, please write them on the back.

Please complete the items listed as indicated, either by a check mark (✓) or by filling in the information requested.

1. Ethnic Origin
   - American Indian ___
   - Asian ___
   - Black ___
   - Caucasian ___
   - Mexican/Spanish ___
   - Other ___

2. Sex
   - Female ___
   - Male ___

3. Active Duty
   - Date entered _____(mo./yr.)
   - Date released_____(mo./yr.)

4. Did you serve in the Vietnam theatre? (Indochina)
   - Yes ___
   - No ___

5. Do you have a service connected disability?
   - Yes ___ Percentage ___%
   - No ___

6. What is your final educational objective?
   - Certificate 2
   - Associate's 3
   - Bachelor's 4
   - Master's 5
   - Doctorate 6
   - other/undecided 1

7. Are your VA Educational Benefits adequate?
   - Yes ___
   - No ___

8. The majority of classes are:
   - Before 5 P.M. ___
   - After 5 P.M. ___

9. What are your average monthly living expenses? _____

10. In addition to the G.I. Bill, do you have a job(s)?
    - Yes ___
    - No ___

11. If yes, how many hours per week are you employed? _____

12. Number of dependents:
    - Spouse ___
    - Children ___

SURVEY FOR VETERANS ATTENDING HACC

13. Do you need or anticipate a need for:
(Please complete for all items)

	TUTORING	PERSONAL/MARITAL COUNSELING	DRUG/ALCOHOL COUNSELING	ACADEMIC COULSELING	VOCATIONAL/CAREER COUNSELING	
Great Need	2	2	2	2	2	Great Need
Some Need	1	1	1	1	1	Some Need
No Need	___	___	___	___	___	No Need
No Opinion	___	___	___	___	___	No Opinion

	STUDENT EMPLOYMENT	STUDY/READING SKILLS	FINANCIAL AID	EMERGENCY LOAN	INFORMATION AND AID IN SECURING VA BENEFITS (other than educational)	
Great Need	2	2	2	2	2	Great Need
Some Need	1	1	1	1	1	Some Need
No Need	___	___	___	___	___	No Need
No Opinion	___	___	___	___	___	No Opinion

14. Do you feel that you have received all the help you need regarding your G.I. Bill?
Yes ___
No ___

15. Do you feel that you received all the help you needed concerning financial aid such as BEOG and PHEAA?
Yes ___
No ___

16. Have you ever sought any VA assistance outside of the school? (example-toll free VA telephone number)
Yes ___
No ___

17. If you did seek assistance outside the school, was this assistance more helpful than that provided by the college?
Yes ___
No ___

18. Will your G.I. Bill Benefits expire during the next school year? If yes, answer questions 19 and 20.
Yes ___
No ___

19. If your G.I. Bill expires during the next school year, will you remain in school although you will not be collecting VA Benefits?
Yes ___
No ___

20. If you do remain in school although you will not be collecting VA Benefits, will you maintain the same credit load as you did when you were collecting VA Benefits?
Yes ___
No ___

21. General comments:

Please return to: Office of Veterans Affairs
Harrisburg Area Community College
3300 Cameron Street Road
Harrisburg, PA. 17110
Blocker Hall, Room 138

The motivation factor was indexed one through six by information listed in Item #6 of Illustration I concerning the student/veterans final educational objective. They were indexed as follows:

1 Other/undecided
2 Certificate
3 Associate Degree
4 Bachelor's Degree
5 Master's Degree
6 Doctorate

The need factor was indexed one, two or zero for each category in Item #13 of the survey. Some need represents a numerical value of one and great need a value of two for each category to include needs for tutoring, personal/marital counseling, drug/alcohol counseling, academic counseling, vocational/career counseling, student employment, study/reading skills, financial aid, emergency loan and information and aid in securing other VA Benefits. No need carries a numerical weight of zero.

There are some notable differences between the means of VA Work-Study Students and the veterans random sampling. The VA Work-Study Student is slightly younger, 26.77 years old compared to 27.92 years old for other veterans. The VA Work-Study Student has a higher motivation factor, 4.58 (midway between a Bachelor's and Master's Degree) compared to 3.96 (just below the Bachelor's Degree level).

Data on the need factor was very interesting. The mean for VA Work-Study Students was 5.58 compared to 4.50 of the veteran random sampling. The needs were greater for the VA Work-Study Students although they are more familiar with veterans affairs and the

mechanisms of the college and work with information daily concerning the questions asked.

The differences between the Pre-GPA's are not significant, 2.97 as compared to 2.88. However, the mean of the Post-GPA increased to 3.09 while the Post-GPA of the random sampling decreased to 2.63. This is also reflected in the data, difference between Pre-GPA and Post-GPA.

For the purposes of this project, cumulative hours worked were included for VA Work-Study Students. The mean cumulative hours worked was 365.38 meaning that most student/veterans under this program worked for two semesters. The average number of hours worked per week was 10.23 for a veteran not working under the program. However, the average hours worked per week for a VA Work-Study Student is 16.6 since these students work 250 hours per semester of fifteen weeks duration.

The advantages of the VA Work-Study Program to the student are obvious to one who is involved with the student/veterans. They receive $625.00 per semester of tax-free money for 250 hours of performed work. (An individual would have to work more hours for the same salary if the salary were taxed). In addition, the hours are flexible around their class schedule, they have easy access to the Veterans Affairs Office since they have classes at the same college, their work load at times allows additional study time, they have interaction with other student/veterans that other veterans do not have and job satisfaction and the opportunity to learn that are not prevalent in many other part-time jobs. In addition, the work-study

students have easy access to the Veterans Affairs Officer for questions and counseling as necessary.

Sixteen VA Work-Study Students presently working under the program completed a supplemental survey during the Fall Semester, 1976. This survey is listed as Illustration II.

This supplemental survey established the following:

1) Three VA Work-Study Students served in the Vietnam Theatre.
2) Only six thought that G.I. Bill Benefits and VA Work-study monies were adequate educational benefits.
3) Only one had an additional job.
4) Only six were single while two others were divorced with children living with them. Eight were married with a total of six children.
5) Five had jobs prior to VA Work-study with an average net salary of $239.00 per month.
6) Most veterans (seven) were hired after attending HACC for one full semester.
7) Four attended college before entering the military service while another two attended college before attending HACC. The largest majority (ten) had a high school diploma before entering HACC.
8) Eight were released from active duty from 1975 to present with a mean of 3.62 years served.
9) The students were asked about the advantages of the VA Work-Study Program and what they enjoyed about the program. While all the reasons were relevant to most students, the top choices seem to be interaction with other student/veterans and flexibility of hours.

It should be noted that five VA Work-Study Students working during the Fall Semester were female veterans. Also, financial reasons were purposely omitted from the survey since this is obviously the veteran's first reason for working.

ILLUSTRATION II

HARRISBURG AREA COMMUNITY COLLEGE 3300 CAMERON STREET ROAD, HARRISBURG, PENNSYLVANIA 17110

717-236-9533

SUPPLEMENT TO SURVEY FOR VETERANS ATTENDING HACC
VA WORK-STUDY STUDENTS ONLY

1. Active Duty
   Date entered____ (mo./yr.)
   Date released____ (mo./yr.)
   (See attached sheet)

2. Did you serve in the Vietnam theatre?
   Yes 3
   No 13

3. Are your VA Educational Benefits adequate with the G.I. Bill and VA Work-Study?
   Yes 6 No 10

4. In addition to VA Work-Study, do you have a job?
   Yes 1 No 15

5. If yes, how many hours per week are you employed? 8 hours

6. Did you have a job prior to employment in the VA Work-Study Program?
   Yes 5 No 11

7. If yes, what was your average monthly net pay? mean - $239.00

8. Number of dependents:
   Spouse 8
   Number of children 6
   Single 6
   2 - Divorced with children

9. Prior to attending HACC, what was your highest educational attainment?
   Less than H.S. 0 High school 10
   GED 0 Some college 6

10. How many semesters did you attend HACC prior to employment in the VA Work-Study Program?____
    0 Semesters - 3
    1 Semester - 7
    2 Semesters - 2
    3 Semesters - 1
    4 Semesters - 2
    5 Semesters - 1

11. Did you attend any college prior to military service?
    Yes 4 No 12

12. What are the advantages of the VA Work-Study Program at HACC?
(Check as many as applicable)

Job satisfaction 5	Additional study time 13
Flexibility of hours 14	Interaction with other student/ veterans 15
Knowledge learned 7	
Easy access to office 12	Other (please comment) 1

The satisfying fulfillment of the Out-reach Program.

13. What do you enjoy about the VA Work-Study Program at HACC?
(Rank in numerical order as many as are applicable)

Job satisfaction 42 (4)	Additional study time 35 (2)
Flexibility of hours 33 (1)	Interaction with other student/ veterans 36 (3)
Knowledge learned 54 (6)	
Easy access to office 48 (5)	Other (please comment) 1

I enjoy working with the Out-reach Program although the contacts are few thus far.

14. What do you least enjoy about the VA Work-Study Program at HACC and/or what are your recommendations for improvement in the VA Work-Study Program?

See attached sheet.

15. General Comments:

See attached sheet.

ILLUSTRATION II (cont'd)

SUPPLEMENT TO SURVEY FOR VETERANS ATTENDING HACC

VA WORK-STUDY STUDENTS ONLY (Continued)

1. Years released from Active Duty

1969 - 1970 - 4
1971 - 1972 - 3
1973 - 1974 - 1 mean (years served) - 3.62
1975 - Pres.- 8

12 and 13 continued.

Advantages of the VA Work-study Program not applicable.

Job satisfaction - 11
Knowledge learned - 9
Easy access to office - 4
Additional study time - 3
Flexibility of hours - 2
Interaction with other student/veterans - 1

Enjoyment of the VA Work-study Program not applicable

Job satisfaction - 6
Easy access to office - 3
Knowledge learned - 3
Additional study time - 2
Flexibility of hours - 1
Interaction with other student/veterans - 1

Enjoyment of the VA Work-study Program

<u>1st Choice</u>

Additional study time - 6
Flexibility of hours - 5
Interaction with other student/veterans - 4
Job satisfaction - 1

<u>2nd Choice</u>

Flexibility of hours - 5
Interaction with other student/veterans - 3
Easy access to office - 3
Knowledge learned - 2
Additional study time - 2
Job satisfaction - 1

ILLUSTRATION II (cont'd)

SUPPLEMENT TO SURVEY FOR VETERANS ATTENDING HACC

VA WORK-STUDY STUDENTS ONLY (Continued)

3rd Choice

Interaction with other student/veterans - 6
Flexibility of hours - 3
Easy access to office - 3
Knowledge learned - 2
Job satisfaction - 1
Additional study time - 1

4th Choice

Additional study time - 4
Job satisfaction - 3
Easy access to office - 3
Knowledge learned - 2
Interaction with other student/veterans - 2
Flexibility of hours - 1

5th Choice

Knowledge learned - 6
Easy access to office - 3
Flexibility of hours - 1

6th Choice

Job satisfaction - 4
Knowledge learned - 1
Easy access to office - 1
Additional study time - 1

14. What is least enjoyed about VA Work-study Program and recommendations for improvement of VA Work-study Program.

1. To be completely honest, one would have to be very critical to find something wrong with HACC's VA Work-study Program.
2. The other work-study students.
3. Noise while trying to study. Students don't take advantage of free time.
4. A better system of hours so not so many people are here at one time when the work load does not call for it.
5. So far, I have not found any areas in my involvement in the Work-study Program which effect me in a negative way./

ILLUSTRATION II (cont'd)

SUPPLEMENT TO SURVEY FOR VETERANS ATTENDING HACC

VA WORK-STUDY STUDENTS ONLY (Continued)

15. General comments:

1. Work-study takes a lot of pressure off of me. It was quite difficult trying to work 8 hours and attend school and still have time for study and family. It's still rough toward the end of the month but "God bless Work-study", I've got peace of mind.

2. I enjoy it and I have obtained some very good knowledge about my benefits that I was not aware of.

3. Good program. But there are too many students on duty at one time. Need to have a schedule to follow, possibly based on hours of contract.

4. This will be my last semester here at HACC and my last semester of working under the VA Work-study. Hopefully, my experience at HACC will carry over to my next school.

5. VA Work-study is a fine program that is a big help to me financially.

6. The VA Work-study Program has met my expectations and I would recommend this program to other veterans. My only regret is that I was not aware of this program sooner.

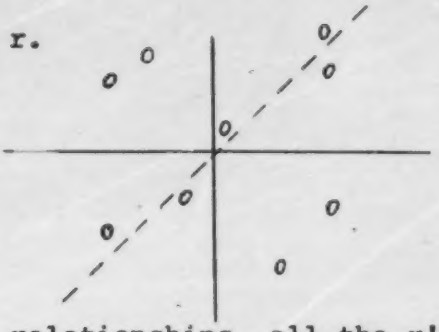
Analysis of Data

For the first part of analysis of the data, I used a correlation matrix utilizing the Pearson Product Moment Correlation Coefficient. The Pearson Product Moment Correlation Coefficient is the statistic most commonly used to measure the degree of relationship between two variables. For the purposes of this analysis, all variables were used. In the Multiple Regression Analysis which will be discussed later, the dependent variables will be the Post-GPA and difference in GPA's and the independent variables will be the Pre-GPA, hours worked, age, motivation factor and need factor. The Pre-GPA is an independent variable and the Post-GPA a dependent variable because the Pre-GPA, the initial starting point in assessing the GPA difference, exerts the effect in GPA difference upon the Post-GPA which is affected and thus becomes the dependent variable.

The Pearson Product Moment Correlation is based on a scale of $r = 0$ to $r = \pm 1.00$. A high positive correlation ($r=.90$) indicates a strong direct relationship between the variables whereas a high negative correlation ($r = -.80$) indicates a strong inverse relationship. When $r = 0$ or near zero, the correlation between the variables is negligible.

If a scattergram was used, the aggragates of r would fall in all four quadrants. Those with a strong positive relationship would fall close to a line from the lower left quadrant through the upper

right quadrant. (See example below.) The opposite would be true for a strong negative r.



If there were no relationships, all the r's would be dispersed equally.

The sign of the correlation coefficient has nothing to do with closeness of the association between variables. Sign indicates only the direction of the relationship. The absolute value of the correlation coefficient indicates the magnitude of the relationship.

The major limitation of the Pearson Product Moment Correlation Coefficient is that it can only be appropriately used to describe the correlation between linearly related variables. Only under these circumstances will r accurately measure the degree of association. Due to this limitation and in order to obtain the strongest test of measurement, a multiple regression analysis will be used for the second part of the analysis of data.

Illustrations III and IV show the correlation matrices for VA Work-Study Students and the veteran random sampling respectively. As can be seen by each matrix, each variable was tested against another variable to determine relationships of all the data and variables.

The dispersion matrices listed with Illustration III and IV

ILLUSTRATION III

04/04/77 DAVE KURTZ VA WORK-STUDY PEARSON CORRELATION COEFFICIENTS

CORRELATION REDUCTIONS / COOLEY-LOHNES. 6 TESTS. 26 SUBJECTS.

TEST	MEAN	S. D.
1	2.97	0.61
2	365.38	210.70
3	26.27	2.61
4	4.58	0.97
5	5.58	3.02
6	3.09	0.52

DISPERSION MATRIX
SECTION 1

ROW	1	2	3	4	5	6
1	0.37	-9.55	0.06	0.07	-1.10	0.29
2	-9.55	44395.34	-43.53	13.28	-71.64	-15.34
3	0.06	-43.53	6.81	-0.62	2.11	-0.06
4	0.07	13.28	-0.62	0.94	-1.18	0.15
5	-1.10	-71.64	2.11	-1.18	9.09	-1.01
6	0.29	-15.34	-0.06	0.15	-1.01	0.27

CORRELATION MATRIX
SECTION 1

ROW	1	2	3	4	5	6
1	1.00	-0.07	0.04	0.11	-0.60	0.91
2	-0.07	1.00	-0.08	0.07	-0.11	-0.14
3	0.04	-0.08	1.00	-0.24	0.27	-0.05
4	0.11	0.07	-0.24	1.00	-0.40	0.30
5	-0.60	-0.11	0.27	-0.40	1.00	-0.65
6	0.91	-0.14	-0.05	0.30	-0.65	1.00

04/04/77 [illegible] VETERAN RANDOM SAMPLING PEARSON CORRELATION COEFFICIENTS

CORRELATION REDUCTIONS 7 COOLEY-LOHNES, 6 TESTS. 26 SUBJECTS.

TEST	MEAN	S. D.
1	2.88	0.77
2	10.23	11.03
3	27.92	6.15
4	3.96	1.37
5	4.50	3.68
6	2.63	0.44

DISPERSION MATRIX
SECTION 1

ROW	1	2	3	4	5	6
1	0.59	0.92	-1.21	0.10	0.81	0.20
2	0.92	121.64	-14.56	2.74	-14.23	0.17
3	-1.21	-14.56	37.76	-1.08	-7.69	-0.13
4	0.10	2.74	-1.08	1.88	-0.98	-0.17
5	0.81	-14.23	-7.69	-0.98	13.56	0.20
6	0.20	0.17	-0.13	-0.17	0.20	0.19

CORRELATION MATRIX
SECTION 1

ROW	1	2	3	4	5	6
1	1.00	0.11	-0.26	0.10	0.29	0.59
2	0.11	1.00	-0.21	0.18	-0.35	0.03
3	-0.26	-0.21	1.00	-0.13	-0.34	-0.05
4	0.10	0.18	-0.13	1.00	-0.19	-0.28
5	0.29	-0.35	-0.34	-0.19	1.00	0.12
6	0.59	0.03	-0.05	-0.28	0.12	1.00

will not be used in this study. The methods for obtaining the data, which was completed solely by the writer and was explained previously, need not be mentioned again.

The only significant correlation for the veterans random sampling (r=0.59) was for the decrease of the Post-GPA from the Pre-GPA (2.88 to 2.62). All other variables had no absolute relationship for the random sampling.

In the VA Work-study correlation matrix, there was also a high positive correlation (r=0.91) for the increase from a Pre-GPA to Post-GPA (2.96 to 3.09). However, there was also a high negative relationship between the need factor and Pre-GPA and the need factor and Post-GPA.

The writer first considered the VA Work-study students with low need factors. The writer subtracted the standard deviation from the mean to establish a low need factor of three or lower. With the exception of one work-study student, they could be classified into two groups. Those with a low need factor and high Pre-GPA (3.50 or above) and those with a low need factor and a Pre-GPA below the mean (2.96 and below). VA Work-study students included in these categories are listed below.

I.D. #	Pre-GPA	Need Factor	Post-GPA
B	3.82	2	3.74
J	4.00	2	3.93
M	2.67	1	2.38 (exception)
Q	2.63	2	3.30
T	2.28	3	2.92
W	3.50	3	3.67
Y	3.50	2	3.67
Z	3.57	3	3.65

Those VA Work-study students with a high Pre-GPA and a low need factor maintained a high Post-GPA. (Both Pre and Post GPAs were far above the means of 2.96 and 3.09 respectively). Those veterans with a low need factor and a Pre-GPA below the mean increased their Post-GPA considerably. The one exception with a low need factor decreased his/her Post-GPA from the Pre-GPA.

Again considering the mean and standard deviation of the need factor, a high need factor was established as nine or above. Those work-study students with high need factors all had Pre-GPAs below the mean and with one exception, Post-GPAs below the mean. Those students with a high need factor are listed below.

I.D. #	Pre-GPA	Need Factor	Post-GPA
H	1.58	13	1.74
I	2.00	11	2.48
V	2.73	10	2.66 (exception)
X	2.88	9	3.13

All work-study students with a high need factor also had a considerably lower Pre-GPA. However, with the exception of one student, the other three increased their Post-GPA significantly from their Pre-GPA.

The other VA Work study students who had need factors close to the mean (four to eight) are listed below.

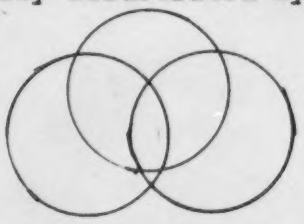
I.D. #	Pre-GPA	Need Factor	Post-GPA
A	2.51	8	2.55
C	3.43	7	3.46
D	3.46	4	3.35
E	2.77	7	2.93
F	2.33	8	2.90
G	3.10	7	3.16

I.D. #	Pre-GPA	Need Factor	Post-GPA
K	3.50	6	3.31
L	2.05	5	2.51
N	3.00	7	2.81
O	2.77	6	2.81
P	2.55	6	2.71
R	3.32	5	3.36
S	3.57	4	3.67
U	3.60	4	3.55

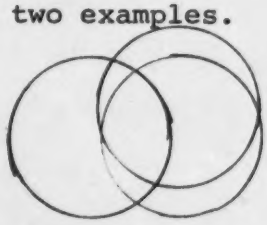
Generally the VA Work study students with an average need factor did not increase their GPA significantly. In most cases, the GPA remained approximately the same. However, there are a few exceptions. But the GPA did not drop significantly as is the case with the veterans not working under the VA Work-Study Program.

For the second part of the analysis of data, the writer utilized a Stepwise Linear Regression (Multiple Regression Analysis). An additional variable, the difference between the Pre-GPA and Post-GPA was included in the Stepwise Linear Regression but was not included in the previous correlation matrix.

The multiple correlation allows the writer to evaluate the correlation between a criterion (dependent variable) and a combination of two predictors (highly correlated independent variables exerting an effect upon the criterion). The multiple correlation is easily illustrated by the following two examples.



R = .00



R = .90

In the R = .00 example, the criterion and predictors are evenly distributed. This is not the case in the example where R = .90.

There is a significant correlation between the two predicators and their effect upon the criterion.

For the Stepwise Linear Regression Analysis, the significance level (F level) was set at five percent for all problems. For the first sub-problem, the difference in GPA was chosen as the dependent variable. Independent variables of significance in this case were the motivation factor Pre-GPA and Post-GPA.

In sub-problem two, the Post-GPA was chosen for the dependent variable. Independent variables of significance in this sub-problem were the Pre-GPA and difference between Pre-GPA and Post-GPA.

In both sub-problems, all independent variables were considered for significance, i.e., Pre-GPA, hours worked, age, need factor and motivation factors. The Stepwise Linear Regression is shown as Illustration V.

It is interesting to note that the need factor was not significant on the Stepwise Linear Regression Analysis where it was on the correlation and the opposite is true for the motivation factor. This could be explained by the inclusion of an additional variable, the difference in Pre-GPA and Post-GPA, in the Stepwise Linear Regression Analysis. However, it would be presumptuous to ignore the need factor completely.

According to the results of the Stepwise Linear Regression Analysis, when the difference in GPA was chosen as the dependent variable, the motivation factor (independent variable) contributed 24.87% in the success of VA Work-study students, the Pre-GPA (independent variable) accounted for 28.75% and the Post-GPA, 46.39%.

When the Post-GPA was chosen as the dependent variable, the Pre-GPA (independent variable) accounted for 99.29% of the success while the other .0071% can be attributed to the GPA difference. This data is documented in the summary tables of Illustration V under the increase in the Multiple R square.

The relationships between Pre-GPA, Post-GPA and GPA difference is obvious and has been documented. Thus, further explanations of these variables will be discussed only in relation to other independent variables.

Since the motivation factor (independent variable) contributed 24.87% to the success of GPA increases of VA Work-study students, the writer examined the Pre-GPA (independent variable) and Post-GPA (dependent variable) by the motivational category. The VA Work-study students with a motivational factor of three are listed below. These veteran/student's final educational objective is that of an Associate's Degree.

Motivation Factor 3 (Associate's Degree)

I.D. #	Pre-GPA	Post-GPA	
D	3.46	3.35	Average Net Increase
H	1.58	1.74	in GPA
U	3.60	3.55	0.00

The other categories with the highest desired educational objective in parentheses follow.

ILLUSTRATION V

Step-Wise Linear Regression Analysis

BMD02R - STEPWISE REGRESSION - REVISED FEBRUARY 26, 1970
HEALTH SCIENCES COMPUTING FACILITY, UCLA

PROBLEM CODE	DKURTZ
NUMBER OF CASES	26
NUMBER OF ORIGINAL VARIABLES	7
NUMBER OF VARIABLES ADDED	0
TOTAL NUMBER OF VARIABLES	7
NUMBER OF SUB-PROBLEMS	2

THE VARIABLE FORMAT IS (2X,2(F4.2),3(F3.0),2(F4.2))

WARNING...WHEN THE ZERO REGRESSION INTERCEPT IS CHOSEN, ALL VARIANCES, COVARIANCES, STANDARD DEVIATIONS AND CORRELATIONS ARE COMPUTED ABOUT THE ORIGIN RATHER THAN ABOUT THE MEAN (SEE PROGRAM WRITEUP - SECTION 4).

VARIABLE	MEAN	STANDARD DEVIATION
1	2.96615	3.02826
2	3.65384	4.21783
3	26.26923	26.39856
4	4.57692	4.67810
5	5.57692	6.33974
6	3.09038	3.13329
7	0.12423	0.27979

COVARIANCE MATRIX

VARIABLE NUMBER	1	2	3	4	5	6	7
1	9,170	10,742	77,976	13,642	15,442	9,455	0,284
2		17,790	95,548	16,856	19,661	11,138	0,396
3			696,835	119,615	148,615	81,118	3,142
4				21,885	24,346	14,295	0,653
5					40,192	16,222	0,750
6						9,817	0,363
7							0,078

CORRELATION MATRIX

VARIABLE NUMBER	1	2	3	4	5	6	7
1	1.000	0.841	0.975	0.963	0.804	0.996	0.336
2		1.000	0.858	0.854	0.735	0.843	0.336
3			1.000	0.969	0.888	0.981	0.425
4				1.000	0.821	0.975	0.499
5					1.000	0.817	0.440
6						1.000	0.414
7							1.000

ILLUSTRATION V (cont'd)

SUB-PROBLM 1
DEPENDENT VARIABLE 7
MAXIMUM NUMBER OF STEPS 14
F-LEVEL FOR INCLUSION 0.050000
F-LEVEL FOR DELETION 0.005000
TOLERANCE LEVEL 0.001000

STEP NUMBER 1
VARIABLE ENTERED 4

MULTIPLE R 0.4787
STD. ERROR OF EST. 0.2473

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE	F RATIO
REGRESSION	1	0.506	0.506	8.274
RESIDUAL	25	1.529	0.061	

VARIABLES IN EQUATION				VARIABLES NOT IN EQUATION			
VARIABLE	COEFFICIENT	STD. ERROR	F TO REMOVE	VARIABLE	PARTIAL CORR.	TOLERANCE	F TO ENTER
(CONSTANT	0.00000)						
4	0.02982	0.01037	8.2744 (2)	1	-0.51958	0.0726	14.8755 (2)
				2	-0.20077	0.2702	1.0080 (2)
				3	-0.26727	0.0418	1.8462 (2)
				5	0.06182	0.3261	0.0921 (2)
				6	-0.37852	0.0449	4.0181 (2)

STEP NUMBER 2
VARIABLE ENTERED 1

MULTIPLE R 0.7322
STD. ERROR OF EST. 0.1983

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE	F RATIO
REGRESSION	2	1.071	0.536	13.671
RESIDUAL	24	0.944	0.039	

VARIABLES IN EQUATION				VARIABLES NOT IN EQUATION			
VARIABLE	COEFFICIENT	STD. ERROR	F TO REMOVE	VARIABLE	PARTIAL CORR.	TOLERANCE	F TO ENTER
(CONSTANT	0.00000)						
1	-0.18331	0.04766	14.8755 (2)	2	-0.15358	0.2456	0.5556 (2)
4	0.14461	0.03085	21.9109 (2)	3	0.20874	0.0368	1.0478 (2)
				5	0.14932	0.3235	0.5289 (2)
				6	1.00003	0.0037	0.0000 (2)

ILLUSTRATION V (cont'd)

STEP NUMBER 3
VARIABLE ENTERED 6

MULTIPLE R 1.0000
STD. ERROR OF EST. 0.0000

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE	F RATIO
REGRESSION	3	2.035	0.678	0.000
RESIDUAL	23	-0.000	0.000	

VARIABLES IN EQUATION				VARIABLES NOT IN EQUATION			
VARIABLE	COEFFICIENT	STD. ERROR	F TO REMOVE	VARIABLE	PARTIAL CORR.	TOLERANCE	F TO ENTER
(CONSTANT	0.00000)						
1	-0.99793	0.00000	0.0000 (2)	2	0.00000	0.2593	0.0000 (2)
4	0.00003	0.00000	0.0000 (2)	3	0.00000	0.0352	0.0000 (2)
6	0.99794	0.00000	0.0000 (2)	5	0.00000	0.3162	0.0000 (2)

F-LEVEL OR TOLERANCE INSUFFICIENT FOR FURTHER COMPUTATION

SUMMARY TABLE

ILLUSTRATION V (cont'd)

STEP NUMBER	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F VALUE TO ENTER OR REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	4		0,4987	0,2487	0,2487	8,2744	1
2	1		0,7322	0,5362	0,2875	14,8755	2
3	6		1,0000	1,0000	0,4639	0,0000	3

LIST OF RESIDUALS

CASE NUMBER	Y X(7)	Y COMPUTED	RESIDUAL	X(4)	X(1)	X(6)
1	0.0400	0.0400	-0.0000	4.0000	2.3100	2.5500
2	-0.0800	-0.0800	-0.0000	6.0000	3.5200	3.7400
3	0.0300	0.0300	-0.0000	5.0000	3.4300	3.4600
4	-0.1100	-0.1100	0.0000	3.0000	3.4600	3.3500
5	0.1600	0.1600	-0.0000	5.0000	2.7700	2.9300
6	0.5700	0.5700	0.0000	4.0000	2.3300	2.9000
7	0.0500	0.0600	0.0000	4.0000	3.1000	3.1500
8	0.1600	0.1600	-0.0000	3.0000	1.5800	1.7400
9	0.4800	0.4800	-0.0000	4.0000	2.0000	2.4300
10	-0.0700	-0.0700	0.0000	5.0000	4.0000	3.9300
11	-0.1900	-0.1900	0.0000	4.0000	3.0000	3.3100
12	0.4600	0.4601	-0.0001	6.0000	2.0500	2.5100
13	-0.2900	-0.2900	-0.0000	4.0000	2.6700	2.3300
14	-0.1700	-0.1900	-0.0000	4.0000	3.0000	2.8100
15	0.0400	0.0400	0.0000	4.0000	2.7700	2.3100
16	0.1600	0.1600	-0.0000	4.0000	2.5500	2.7100
17	0.6700	0.5700	-0.0000	6.0000	2.6300	3.3000
18	0.0400	0.0400	0.0000	4.0000	3.3200	3.3600
19	0.1000	0.1000	0.0000	5.0000	3.5700	3.6700
20	0.6400	0.5400	-0.0000	6.0000	2.2800	2.9200
21	-0.0500	-0.0501	0.0001	3.0000	3.0000	3.5500
22	-0.0700	-0.0699	-0.0001	6.0000	2.7300	2.6600
23	0.1700	0.1700	0.0000	5.0000	3.5000	3.6700
24	0.2500	0.2500	0.0000	4.0000	2.4800	3.1300
25	0.1700	0.1700	-0.0000	6.0000	3.5000	3.6700
26	0.0800	0.0800	0.0000	5.0000	3.5700	3.6500

SUB-PROBLM 2
DEPENDENT VARIABLE 6
MAXIMUM NUMBER OF STEPS 14
F-LEVEL FOR INCLUSION 0.050000
F-LEVEL FOR DELETION 0.025000
TOLERANCE LEVEL 0.001000

STEP NUMBER 1
VARIABLE ENTERED 1

MULTIPLE R 0.9965
STD. ERROR OF EST. 0.2688

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE	F RATIO
REGRESSION	1	253.449	253.449	3508.713
RESIDUAL	25	1.806	0.072	

VARIABLES IN EQUATION				VARIABLES NOT IN EQUATION			
VARIABLE	COEFFICIENT	STD. ERROR	F TO REMOVE	VARIABLE	PARTIAL CORR.	TOLERANCE	F TO ENTER
(CONSTANT	0.00000)						
1	1.03102	0.01741	3508.7146 (2)	2	0.10436	0.2926	0.2643 (2)
				3	0.47175	0.0486	6.9702 (2)
				4	0.59076	0.0726	21.9016 (2)
				5	0.30360	0.3530	2.4367 (2)
				7	1.00002	0.8873	0.0000 (2)

STEP NUMBER 2
VARIABLE ENTERED 7

MULTIPLE R 1.0000
STD. ERROR OF EST. 0.0000

ANALYSIS OF VARIANCE

	DF	SUM OF SQUARES	MEAN SQUARE	F RATIO
REGRESSION	2	255.254	127.627	0.000
RESIDUAL	24	-0.000	0.000	

VARIABLES IN EQUATION				VARIABLES NOT IN EQUATION			
VARIABLE	COEFFICIENT	STD. ERROR	F TO REMOVE	VARIABLE	PARTIAL CORR.	TOLERANCE	F TO ENTER
(CONSTANT	0.00000)						
1	1.00000	0.00000	0.0000 (2)	2	0.00000	0.2895	0.0000 (2)
7	1.00000	0.00000	0.0000 (2)	3	0.00000	0.0378	0.0000 (2)
				4	0.00000	0.0388	0.0000 (2)
				5	0.00000	0.3205	0.0000 (2)

F-LEVEL OR TOLERANCE INSUFFICIENT FOR FURTHER COMPUTATION

SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F VALUE TO ENTER OR REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	1		0.9965	0.9929	0.9929	3308.7146	1
2	7		1.0000	1.0000	0.0071	0.0000	2

LIST OF RESIDUALS

CASE NUMBER	Y X(6)	Y COMPUTED	RESIDUAL	X(1)	X(7)
1	2.5300	2.5300	0.0000	2.5100	0.0400
2	3.7400	3.7400	0.0000	3.8200	-0.0800
3	3.4600	3.4600	0.0000	3.4300	0.0300
4	3.3500	3.3500	0.0000	3.4600	-0.1100
5	2.9300	2.9300	0.0000	2.7700	0.1600
6	2.9000	2.9000	0.0000	2.3300	0.5700
7	3.1600	3.1600	0.0000	3.1000	0.0600
8	1.7400	1.7400	0.0000	1.5800	0.1600
9	2.4300	2.4300	0.0000	2.0000	0.4300
10	3.9300	3.9300	0.0000	4.0000	-0.0700
11	3.3100	3.3100	0.0000	3.5000	-0.1900
12	2.5100	2.5100	0.0000	2.0500	0.4600
13	2.3300	2.3300	0.0000	2.5700	-0.2400
14	2.8100	2.8100	0.0000	3.0000	-0.1900
15	2.8100	2.8100	0.0000	2.7700	0.0400
16	2.7100	2.7100	0.0000	2.5500	0.1600
17	3.3000	3.3000	0.0000	2.5300	0.5700
18	3.3500	3.3000	0.0000	3.3200	0.0400
19	3.6700	3.5700	0.0000	3.5700	0.1000
20	2.9200	2.9200	0.0000	2.2800	0.6400
21	3.5300	3.5300	0.0000	3.5000	-0.0500
22	2.6500	2.5600	0.0000	2.7300	-0.0700
23	3.5700	3.5700	0.0000	3.5000	0.1700
24	3.1300	3.1300	0.0000	2.8800	0.2500
25	3.6700	3.5700	0.0000	3.5000	0.1700
26	3.6500	3.6500	0.0000	3.5700	0.0800

FINISH CARD ENCOUNTERED
PROGRAM TERMINATED

Motivation Factor 4 (Bachelor's Degree)

I.D. #	Pre-GPA	Post-GPA
A	2.51	2.55
F	2.33	2.90
G	3.10	3.16
I	2.00	2.48
K	3.50	3.31
M	2.67	2.38
N	3.00	2.81
O	2.77	2.81
P	2.55	2.71
R	3.32	3.36
X	2.88	3.13

Average Net Increase in GPA 0.088

Motivation Factor 5 (Master's Degree)

I.D. #	Pre-GPA	Post-GPA
C	3.43	3.46
E	2.77	2.93
J	4.00	3.93
S	3.57	3.67
W	3.50	3.67
Z	3.57	3.65

Average Net Increase in GPA 0.078

Motivation Factor 6 (Doctorate Degree)

I.D. #	Pre-GPA	Post-GPA
B	3.82	3.74
L	2.05	2.51
Q	2.63	3.30
T	2.28	2.92
V	2.73	2.66
Y	3.50	3.67

Average Net Increase in GPA 0.298

With the exception of those VA Work-study students with a motivational factor of three and who experienced no average net gain in GPA, the other motivational factor categories all experienced some increase in their GPA. Of course, the most pronounced category includes those veteran/students with a motivational factor

of six (Doctorate Degree). They experienced an average net gain in GPA of 0.298, well above the mean of .12, although many in this category had a Pre-GPA below the mean of 2.97. It is also interesting to note that those VA Work-study students with a motivation factor of five (Master's Degree) all had Pre-GPA's above the mean.

A further review of the data in view of the results of the Stepwise Linear Regression Analysis revealed some interesting factors. VA Work-study students are again listed by motivation factor with additional relevant independent variables.

Motivation Factor 3 (Associate's Degree)

I.D. #	Pre-GPA	Post-GPA	Age
D	3.46	3.35	30
H	1.58	1.74	29
U	3.60	3.55	27

Those veterans whose final educational objective was an Associate's Degree and who showed no average net increase in GPA were also older (above the mean of 26.27).

There were no additional factors of interest for those veteran/students with a motivational factor of four (Bachelor's Degree).

Motivation Factor 5 (Master's Degree)

I.D. #	Pre-GPA	Post-GPA	Age	Need Factor
C	3.43	3.46	32	7
E	2.77	2.93	30	7
J	4.00	3.93	25	2
S	3.57	3.67	25	4
W	3.50	3.67	22	3
Z	3.57	3.65	22	3

Two VA Work-study students whose highest educational objective was a Master's Degree were older (ages 32 and 30) and had an average need factor (7). The other VA Work-study students with a motivational factor of five, were younger (all below the mean of 26.27) and had an average need factor (4 and below).

Motivation Factor 6 (Doctorate Degree)

I.D. #	Pre-GPA	Post-GPA	Age	Need Factor
B	3.82	3.74	27	2
L	2.05	2.51	27	5
Q	2.63	3.30	25	2
T	2.28	2.92	25	3
V	2.73	2.66	25	10
Y	3.50	3.67	25	2

Those VA Work-study students with a motivational factor of six, all were ages close to the mean of 26.27. Five of the six also had comparatively low need factors (5 and below).

As the writer had expected, the need factor was not completely invalid as a result of the Stepwise Linear Regression Analysis.

CHAPTER II

THE VA WORK-STUDY STUDENT AND MOTIVATION

Self-Selection and Motivation

The need for VA Work-Study students and their importance in policy terms was discussed previously in this paper in view of the conflict between the VCIP Program of the Department of Health, Education and Welfare and the Veterans Administration. Two examples, I believe, will further explain this conflict and will further document the importance of the VA Work-Study students.

Under existing laws, veterans have ten (10) years from release from active duty in which to completely utilize G.I. Bill Benefits. Two of the statutory requirements of the VCIP Program are outreach and recruitment. However, Illustration VI, Changes in Enrollment, shows that commencing in 1976, more veterans are losing benefits than are gaining G.I. Bill eligibility. The Delimiting Date provision of the G.I. Bill is negating the efforts of outreach and recruitment by institutions of higher learning in the nation. While institutions of higher learning are receiving VCIP awards from the Department of Health, Education and Welfare to "service" veterans, the Veterans Administration, by statute, is decreasing the number of veterans eligible for G.I. Bill Benefits.

Another example concerns satisfactory progress. The importance of VCIP lies in the outreach, recruitment, counseling and special services of educationally and economically disadvantaged veterans. The statutory law of the G.I. Bill, in most cases, is so stringent

TABLE IV

CHANGES IN ENROLLMENT

This year's decline (1976)

Following are the numbers of veterans enrolled by colleges and universities this fall and last fall:

	Sept. 1975	Sept. 1976	Net Loss
Two-year college	617,227	394,679	-222,548
Four-year college ...	394,893	275,222	-119,671
Total undergraduate..	1,012,115	659,901	-342,219
Graduate students....	89,820	56,677	-33,138
GRAND TOTAL	1,101,935	726,578	-375,357

Projections for the future

Following are the estimated changes in the number of veterans eligible for G.I. Bill Benefits:

	Gaining Eligibility	Losing Eligibility	Net Loss
1976-77	380,000	459,000	-79,000
1977-78	346,000	655,000	-309,000
1978-79	346,000	839,000	-493,000
1979-80	371,000	899,000	-528,000
1980-81	371,000	863,000	-482,000
1981-82	371,000	733,000	-362,000
1982-83	371,000	494,000	-123,000
1983-84	371,000	455,000	-84,000
1984-85	371,000	419,000	-43,000

SOURCE: The Chronicle Of Higher Education, October 18, 1976, p. 10.

and inflexible that it penalizes the target group of the VCIP Program, i.e., the "disadvantaged student/veteran". A specific provision is that Public Law 94-502, the Vietnam Era Veterans Education and Employment Assistance Act of 1976, states that if a veteran terminates from school or reduces his credit load, he/she must establish mitigating circumstances with the Veterans Administration. If the mitigating circumstances are not satisfactory to the Veterans Administration, benefits are terminated or reduced to the first day of classes no matter when the fact occurred. This will result in a substantial debt owed to the Federal Government but more importantly, it will discourage the veteran from pursuing his/her studies under the G.I. Bill. Even if the mitigating circumstances are acceptable, satisfactory progress is just another VA Regulation that a veteran must adhere to in order to obtain G.I. Bill Benefits that are earned by serving in the U.S. Military service.

One should keep in mind that these regulations are in addition to the requirements of the college that are approved by the State Approving Agency in Pennsylvania. It is a fact of life that veterans must comply to two sets of standards - those of the college he/she is attending and those of the Veterans Administration. The Veterans Administration Vietnam Veterans' Council, Philadelphia, PA. has recommended the following statement to be included in the catalogs of institutions of higher learning.

> The Veterans Administration requires that students receiving VA Educational Benefits meet certain standards of progress in order to continue to receive

> these benefits. In some cases these standards of progress may vary from the requirements of this institution. Therefore, it is conceivable that a student veteran attending _____could find his VA Educational Benefits in jeopardy, while remaining in satisfactory academic standing with the institution. All veterans are advised to become familiar with these requirements which are located _____, and are available through the Veterans Certifying Official and _____.[10]

While these are only two examples of the many conflicts, they are enough to discourage veterans in utilizing the G.I. Bill. Harrisburg Area Community College, as with most other community colleges in Pennsylvania, has a retention problem with veteran/students. While many factors are involved, they can be traced to two (2) major problems.

1) Veterans are losing benefits under the G.I. Bill due to the Delimiting Date.

2) Many veterans do not want to "go through the hassle" of utilizing G.I. Bill Benefits due to the many VA Regulations.

As one veteran said to me in a counseling interview of August 8, 1977, "It's (the G.I. Bill) not worth the hassle and red-tape." The G.I. Bill in this sense, not only is in conflict with the VCIP Program but also seems to be defeating its own purpose. But as stated previously, the VA Work-Study students do most of the work for both agencies whereas a minimum of two full-time professionals working in Veterans Affairs at each college campus with a substantial veterans enrollment would be required if the program was not utilized. Again, the VA Work-Study students fulfill the requirements of the

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[10]Veterans Administration Vietnam Veterans' Civic Council Recommendation 310-7, Philadelphia, PA., (March 2, 1977).

VCIP Program of HEW and the VA to the benefit of veterans, the college and the taxpayer. The VA Work-Study students also provide valuable peer counseling.

To ensure clarification of this conflict, Harrisburg Area Community College receives a $15,647.00 award for veterans' services from the Department of Health, Education and Welfare. This award mandates that the college maintain a full-time professional Veterans Affairs Officer to coordinate these "services," i.e., out-reach, recruitment and special educational programs.

However, the college also receives approximately $2829.00 from the Veterans Administration each year to certify veterans to the VA and comply to satisfactory progress and other VA Regulations. Although the amounts received from HEW and the VA are not comparable, seventy-five percent of the Veterans Affairs Officer's time is spent in complying to VA Regulations. If the college did not comply to VA Regulations, it would not remain approved for G.I. Bill Benefits. If the college did not maintain a full-time Veterans Affairs Officer and offer mandated services, it would not be eligible for the VCIP award from the Department of Health, Education and Welfare.

Again, it is not feasible to hire two full-time professionals in Veterans Affairs to comply to the Department of Health, Education and Welfare and the Veterans Administration although this would be necessary in the absence of the VA Work-Study Program. Colleges must utilize VA Work-study students to satisfy the requirements of HEW and the VA.

At present, there is some hope for the resolution of these conflicts. On June 22, 1977, U.S. District Judge Earl R. Larson, Minnesota ruled the satisfactory progress regulation of the VA as unconstitutional. He stated in his ruling that it caused irreparable harm and violated constitutional rights under due process.[11] In addition, Senate Bill 457 was reported out by the Senate Veterans' Affairs Committee in early August that would transfer the VCIP Program from HEW to the VA.

Self-Selection And Motivation

The data concerning VA Work-Study students and veteran/students attending Harrisburg Area Community College was discussed in Chapter I. In short, VA Work-Study students whose final education objective was an Associate's Degree were slightly older and experienced no net gain in their grade point average. Those in the Bachelor's Degree category had average need factors and experienced a moderate increase in their grade point average. Those in the Master's Degree category also showed a moderate increase in grade point average and most were slightly older and had a lower need factor. VA Work-Study students with a final educational objective of a Doctorate Degree increased their grade point average significantly and had low need factors. They also had Pre-GPA's below the mean. In addition, in reviewing data for all work-study students, those with a lower motivation factor and an average need factor increased their grade point average moderately.

This seems to indicate the successes of VA Work-Study students is dependent upon the degrees of motivation. While most of the

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[11] "VA 'Progress Regs' Violate Due Process," The Stars And Stripes, June 30, 1977, p.1.

independent variables were important in some way, the most significant of the independent variables were the Pre-GPA and Motivation Factor. The classification of the Pre-GPA as an independent variable was mentioned previously.

However, the most significant correlation of the study is that VA Work-Study students increased their grade point averages while the GPA's of their peer veterans not working under the program decreased. To complete the study, I had to answer two important questions.

1. To what extent was the writer selecting and hiring a better student?

2. To what extent were the veterans self-motivated to apply for the VA Work-Study Program?

The first question was easy to answer. The writer turned down employment to less than ten (10) veterans in the last year for the VA Work-Study Program. Most veterans to date who have applied for employment were hired. In addition to the employment requirements of the VA, the writer has two basic requirements that must be satisfied before employing a student/veteran.

First, the veteran must show potential to be a good student or be a good student. If this was not the case, the writer could not justify utilizing time for work when this time should be devoted to studying. Secondly, the student/veteran must be a reliable, good worker in whatever his/her specific job function is within the Veterans Affairs Office.

Since very few veterans are turned down for employment and the writer only terminated one veteran/student prematurely, then veteran/students applying for the program have characteristics conducive to

employment and are motivated to education in some way.

For the second question, the writer interviewed eight (8) student/veterans employed under the VA Work-Study Program during the Summer Sessions, 1977. The writer asked two questions - How did you find out about the VA Work-Study Program and why did you apply?

The answers to the second question asked in these interviews have been previously answered in the supplement Questionnaire for VA Work-Study students in Chapter I. Financial reasons were the top choice in applying for the program along with the other advantages such as flexibility of hours, interaction with other veterans, some additional study time, easy access to the office, knowledge of veterans affairs and college and job satisfaction.

The answers to the first question were more revealing. Four of the veteran/students were referred to the writer specifically by another veteran employed under the VA Work-Study Program at that time. The other four had the VA Work-Study Program explained to them in detail by the VA Representative on Campus or the Veterans Affairs Officer while matriculating at Harrisburg Area Community College.

This allows the writer to draw a significant conclusion to these questions. The VA Work-Study Program is advertised on a continuing basis by several means - information available in the Veterans Affairs Office, the school newspaper and a newsletter which is mailed to all veterans attending HACC each semester. While there are some veterans who are self-motivated to apply for the VA Work-Study Program on their own, most student/veterans were encouraged to apply by a present

VA Work-Study student, the VA Representative on Campus or the Veterans Affairs Officer.

The hiring of a VA Work-Study student is very subjective. Very few veterans are organized and motivated in an educational and employment sense during their first semester of college. That is why the writer usually does not hire a veteran/student under the program until at least one semester's work is completed.

All the VA Work-Study students agreed that once they found out the "details" of the program, i.e., the advantages previously mentioned, they applied for employment. However, those veteran/students who read of the VA Work-Study Program in a brochure, newspaper or newsletter usually do not inquire further unless specifically referred by someone else. This explains why very few student/veterans apply for the program.

The answer to this question also shows the one big disadvantage of the VA Work-Study Program. It is unfortunate that more veteran/students cannot be hired under the VA Work-Study Program. The writer is confident that many more could benefit from the program if additional office space and supervision were available. As the program exists, only .025 percent of the total veterans population at HACC and only .075 percent of the full-time eligible veterans at HACC can be hired under the VA Work-Study Program. Supervisory time and office space could allow no more.

Veterans presently working under the VA Work-Study Program at HACC are educationally motivated in most cases. Unless extreme mitigating circumstances would occur, all are expected to complete

a minimum of a Bachelor's Degree with uninterrupted studies. They will have the motivation and skills to find appropriate employment upon graduation. They are good students from the vantage point of an instructor and from grade point averages.

While they are self-selected and motivated in some ways, the VA Work-Study Program provides incentives and advantages that make the educational experience more worthwhile, meaningful and eases some of the financial burden.

In return, the veterans of Harrisburg Area Community College and veterans of the community receive a great service.

APPENDIX A

VA REPORTING FEE SURVEY

The following is the actual cost to certify a veteran annually. This pertains to certifications, changes, monitoring standards of progress, etc.

INSTITUTION: Harrisburg Area Community College

Address: 3300 Cameron Street Rd.

Harrisburg, Pa. Zip 17110

	SALARIES	EXPENDITURES
1.	Coordinators	$ 10,250
2.	Counselors (fulltime)	N/A
3.	Parttime counselors	N/A
4.	Secretaries (include substitutes, relief, etc.)	3,640
5.	Clerks	N/A
6.	Student Aids	N/A
7.	Fringe Benefits	1,845

	SERVICES	EXPENDITURES
8.	Conferences	$ 350
9.	Postage	500
10.	Printing	75
11.	Mileage	150
12.	Other	N/A

	OTHER SERVICES	EXPENDITURES
13.	Space Rental (if any)	N/A
14.	Equip. Purchases ($50 or less usually not depreciable)	N/A
15.	Equip. Depreciation (5-10 yr. linear dep. rate)	N/A
16.	Supplies & Duplicating	$ 150
17.	Telephone	100
18.	Other utilities	105
19.	Office cost of maintenance/squ. ft.	165
20.	Janitorial Service (squ. ft. x cost)	100
21.	Computer Costs (Pro-rata share unless actual cost available)	250
22.	Administrative (Other) (Expense increased by OVA usually requiring assistance from Asst. Dean, Pres. or others who participate in OVA decisions, etc.)	1,500
23.	Other (specify)	N/A

TOTAL EXPENSE $ 19,180

COST TO CERTIFY EACH VETERAN $ 25.07

(Divide total cost by number of veterans the VA pays for on printout - not your count of veterans.)

Signature [signature]

Veterans Affairs Officer
(Title)

APPENDIX B

FISCAL YEAR ENDING JUNE 30, 1977

NAME OF INSTITUTION/CONSORTIUM	ADDRESS (Number, Street, City, State & Zip Code)	CONGRESSIONAL DISTRICT
Harrisburg Area Community College	3300 Cameron Street Road Harrisburg, Pa. 17110	17

NAME & TITLE OF OFFICE OF VETERANS' AFFAIRS COORDINATOR	TELEPHONE			PERCENTAGE OF VCIP AWARD
	AREA CODE	NUMBER	EXTENSION	
David K. Kurtz Veterans Affairs Officer	717	236-9533	ext. 244	

TOTAL AMOUNT OF VETERANS' COST-OF-INSTRUCTION AWARD	$ 15,647.00	AMOUNT OF AWARD TO BE USED BY INSTITUTION FOR INSTRUCTIONAL EXPENSES (Institutional Share)	$ -0- *	0 %
AMOUNT TO BE CONTRIBUTED BY INSTITUTION (Non-VCIP Funds)	$ 14,538.00	AMOUNT OF AWARD TO BE USED FOR OFFICE OF VETERANS' AFFAIRS	$ 15,647.00	

EXPENDITURES FOR THE OFFICE OF VETERANS' AFFAIRS (OVA)	FROM VETERANS' COST-OF-INSTRUCTION FUNDS	FROM FUNDS TO BE CONTRIBUTED BY INSTITUTION	TOTAL EXPENDITURES FOR THE OFFICE OF VETERANS' AFFAIRS	
1. PERSONAL SERVICES: (Salaries)**				
a. COORDINATOR	$10,250 (FT)	$ 300 (overtime)	$10,550	
b. COUNSELORS	-0-	-0-	-0-	
c. OUTREACH WORKERS	-0-	VA Work-study 12,500	12,500	
d. RECRUITERS	-0-	-0-	-0-	
e. SECRETARIES	3,640	-0-	3,640	
f. CLERKS	-0-	-0-	-0-	
g. OTHER (Specify Titles)	—	—	—	
a.	—	—	—	
b.	—	—	—	
h. EMPLOYEE BENEFITS	1,757	88	1,845	
TOTAL SALARIES	$15,647 *	$12,888	$28,535	100 %
2. SERVICES:				
a. WORKSHOPS/CONFERENCES	-0-	$ 350	$ 350	
b. TRAVEL: PROFESSIONAL (Per diem)	-0-	50	50	
RECRUITMENT & OUTREACH	-0-	100	100	
c. COMMUNICATIONS (Postage, Advertising, Publicity)	-0-	1,000	1,000	
TOTAL SERVICES	-0- *	1,500	1,500	0 %
3. OTHERS: (Specify below)				
a. Equipment Purchases	-0-	-0-	-0-	
b. Supplies	-0-	$150	$150	
c.	—	—	—	
d.	—	—	—	
TOTAL OTHERS	— *	$150	$150	0 %
GRAND TOTALS	$15,647	$14,538	$30,185	

*INDICATE IN APPROPRIATE COLUMN THE PERCENTAGE OF TOTAL VCIP AWARD
**INDICATE BY SYMBOL (FT) PERSON SATISFYING FULL-TIME REQUIREMENT

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